



## Cross High

1293 Old Hwy 6  
Cross, SC 29436

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	414 Students	
<b>Principal</b>	J. Robb Streeter, Jr.	843-899-8900
<b>Superintendent</b>	Dr. J. Chester Floyd	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>At-Risk</b>	<b>At-Risk</b>
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Below Average	At-Risk

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

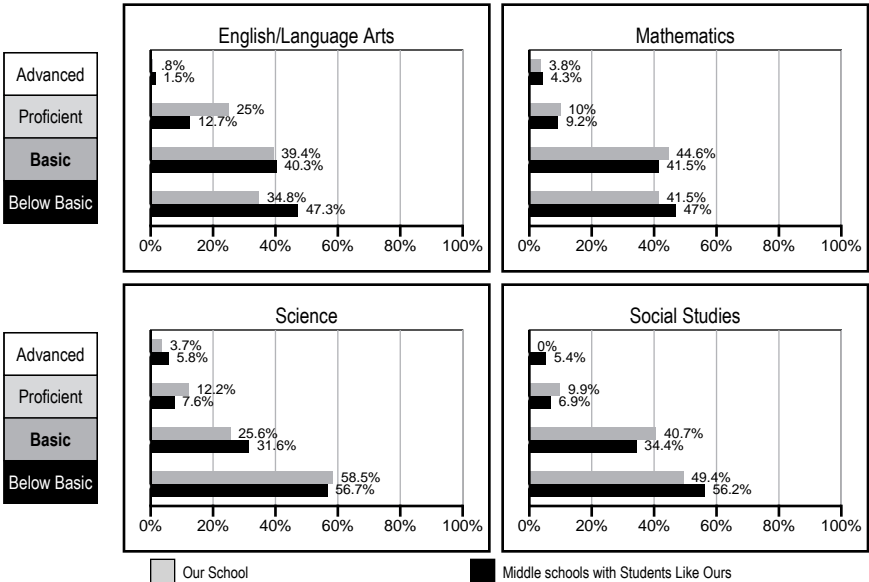
98.3%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	1	2	38

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	80.0	88.9
English 1	88.2	89.1
Physical Science	0	80.8
All Subjects	84.4	87.7

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=414)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	11.1%	Up from 8.2%	11.9%	19.4%
Retention rate	1.5%	Down from 2.9%	3.3%	1.8%
Attendance rate	95.9%	Down from 96.3%	95.2%	95.8%
Eligible for gifted and talented	4.2%	Down from 5.5%	6.0%	15.3%
With disabilities other than speech	21.4%	Up from 20.7%	13.5%	12.9%
Older than usual for grade	4.3%	Up from 4.1%	6.3%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.7%	0.7%
Annual dropout rate	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=33)</b>				
Teachers with advanced degrees	48.5%	Down from 54.8%	53.6%	55.0%
Continuing contract teachers	66.7%	Down from 74.2%	54.5%	70.6%
Teachers with emergency or provisional certificates	25.8%	Up from 10.0%	18.2%	5.4%
Teachers returning from previous year	87.0%	Up from 82.8%	76.7%	83.4%
Teacher attendance rate	94.2%	Up from 93.9%	94.7%	94.9%
Average teacher salary	\$45,744	Down 5.3%	\$43,252	\$44,706
Professional development days/teacher	18.5 days	Down from 23.2 days	12.0 days	11.8 days
<b>School</b>				
Principal's years at school	4.0	Up from 3.0	2.0	3.0
Student-teacher ratio in core subjects	17.5 to 1	Down from 17.7 to 1	16.4 to 1	20.1 to 1
Prime instructional time	88.3%	Up from 86.1%	88.8%	89.3%
Opportunities in the arts	Fair	Down from Good	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	71.7%	Up from 66.4%	96.2%	98.0%
Character development program	Good	No Change	Good	Good
Dollars spent per pupil*	\$10,300	Down 2.0%	\$8,566	\$7,097
Percent of expenditures for instruction*	54.4%	Down from 64.5%	63.2%	64.4%
Percent of expenditures for teacher salaries*	46.8%	Down from 60.3%	56.8%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Cross High School began the year by successfully completing a Making Middle Grades Work audit by the Southern Regional Education Board. A career specialist was again on-site full time to implement the new Educational and Economic Development Act providing counseling and assistance to students as they prepare for potential vocations. We continue to implement Career Day, which focuses on the 16 career clusters, by inviting employers in the county which represent different clusters to attend. Our annual Job Fair also continues to expose our students to job training and opportunities. Students and community members participated in seminars to enhance resume writing and interview skills. The career counselor conducts Individualized Graduation Plans for eighth and ninth grade students to prepare them for future class registrations and career clusters. Throughout the year, career lessons were given to seventh and eighth grade students on a bi-weekly basis to enhance their knowledge of the world of work and the 16 career clusters. Seventh and eighth grade students were also given the opportunity to shadow employers in their career of choice. Finally, the Ninth Grade Academy teachers and students implemented the Career Game to acquire insight into living in the real world. We also recently implemented the SC Credit Recovery Program and had 100% success of attempted credits recovered.

During the 2007-08 school year, we have completed our fourth year of implementing small learning communities with our Middle School and Ninth Grade Academy. The core-area teachers in each of our academies share a daily common planning period to collaborate in the development of curriculum, monitoring student achievement, and establishing procedures for student management. All of our teachers worked within their subject-area departments to complete a professional book study aimed to promote closeness of the faculty and help achieve our goal of improving student literacy. A school leadership team consisting of master teachers and administrators continues to implement our School Renewal Plan, assess our progress in achieving school goals and make necessary revisions to our plan.

CHS was named a SCDE "Showcase School" after the 2006-07 school year because of our continued success. Our graduation rate of 86.3% was the highest in Berkeley County for the 2007-08 school year. Our students continue to perform well on the HSAP and PACT test. As a demonstration of this outstanding performance, our senior class earned over \$2 Million in scholarships and grants for the 2007-08 school year.

We are excited about our new school renovations and improvements. These renovations will increase and improve our building and athletic facilities by providing an entire new facelift to the entire school façade. We anticipate continued success from our highly competitive robotics team, our award winning Blue Thunder Band, and our JROTC Honor Unit with Distinction. We are also proud of our athletic teams as they were named the 2007-08 Region VI A Champions in Football, Boys Track and Girls Track. We also had an individual state champion in the girls' 400 meter dash. We will continue to be the jewel of our rural community in 2008-09.

Carl Heyward, School Improvement Council Chairperson  
J. Robb Streeter, Jr., Principal Specialist

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	41	50	24
Percent satisfied with learning environment	68.3%	58.0%	58.3%
Percent satisfied with social and physical environment	61.0%	62.0%	33.3%
Percent satisfied with school-home relations	48.7%	69.4%	60.9%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 12 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	0.8%	1.8%
Classes in high poverty schools not taught by highly qualified teachers	1.9%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	5.6%	0.0%	No
Student attendance rate	95.9%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)											
All Students	119	100	36.5	40	22.6	0.9	32.2	48.6	48.2	Yes	Yes
Gender											
Male	60	100	47.4	43.9	7	1.8	14	40.8	41.7	N/A	N/A
Female	59	100	25.9	36.2	37.9	0	50	56.8	55	N/A	N/A
Racial/Ethnic Group											
White	28	100	23.1	46.2	26.9	3.8	38.5	55.4	60	I/S	I/S
African American	88	100	41.9	36	22.1	0	31.4	36.5	31.7	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	73	70.4	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	39.9	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	50	47	I/S	I/S
Disability Status											
Disabled	24	100	81.8	18.2	0	0	0	12.9	16	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	37.4	36.9	I/S	I/S
Socio-Economic Status											
Subsided meals	100	100	35.1	44.3	20.6	0	29.9	38.5	34	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	119	100	42.6	46.1	7.8	3.5	20.9	44.2	45.8	Yes	Yes
Gender											
Male	60	100	49.1	43.9	5.3	1.8	15.8	44.4	45.6	N/A	N/A
Female	59	100	36.2	48.3	10.3	5.2	25.9	43.9	45.9	N/A	N/A
Racial/Ethnic Group											
White	28	100	23.1	69.2	0	7.7	23.1	52.8	59	I/S	I/S
African American	88	100	48.8	39.5	9.3	2.3	19.8	28.2	26.9	Yes	Yes
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	70.4	71.3	I/S	I/S
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	38.9	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	47.5	46.2	I/S	I/S
Disability Status											
Disabled	24	100	72.7	22.7	0	4.5	9.1	14.6	17.1	I/S	I/S
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	38.6	38.7	I/S	I/S
Socio-Economic Status											
Subsided meals	100	100	43.3	45.4	9.3	2.1	20.6	33.8	31.4	Yes	Yes

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	86	100	58.5	25.6	12.2	3.7	15.9	35.1	35.7	96.7	96.4
Gender											
Male	45	100	64.3	21.4	14.3	0	14.3	36.3	37.4	96.4	96.3
Female	41	100	52.5	30	10	7.5	17.5	33.9	33.8	97	96.5
Racial/Ethnic Group											
White	20	100	44.4	27.8	22.2	5.6	27.8	44.8	49.2	94.5	96
African American	64	100	64.5	24.2	8.1	3.2	11.3	18.5	17	97.5	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	51.3	58	N/A	97.5
Hispanic	2	I/S	I/S	I/S	I/S	I/S	I/S	26.8	24.9	93.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	38.7	37.4	N/A	95.2
Disability Status											
Disabled	18	100	75	18.8	6.3	0	6.3	9.8	14	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	24.3	24.4	92.8	96.9
Socio-Economic Status											
Subsided meals	71	100	61.8	25	11.8	1.5	13.2	23.7	21.1	96.7	96.1

Social Studies

All Students	83	100	49.4	40.7	9.9	0	9.9	34.6	34	96.7	96.4
Gender											
Male	37	100	48.6	40	11.4	0	11.4	36.3	36.6	96.4	96.3
Female	46	100	50	41.3	8.7	0	8.7	32.8	31.3	97	96.5
Racial/Ethnic Group											
White	18	100	44.4	44.4	11.1	0	11.1	40.9	44.5	94.5	96
African American	62	100	53.3	38.3	8.3	0	8.3	22.7	19.1	97.5	96.9
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	59.5	58.9	N/A	97.5
Hispanic	3	I/S	I/S	I/S	I/S	I/S	I/S	31.3	27.5	93.5	96.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	34.8	32.7	N/A	95.2
Disability Status											
Disabled	17	100	93.3	6.7	0	0	0	11.8	14.4	96.1	95.5
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	29.6	27.3	92.8	96.9
Socio-Economic Status											
Subsided meals	69	100	46.3	46.3	7.5	0	7.5	25.5	21	96.7	96.1

\* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	72	100	39.4	42.4	16.7	1.5	18.2
	8	58	100	39.6	43.4	17	0	17
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	50	100	35.4	41.7	22.9	0	22.9
	8	69	100	37.3	38.8	22.4	1.5	23.9
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	72	100	50	36.4	10.6	3	13.6
	8	58	100	54.7	37.7	7.5	0	7.5
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	50	100	33.3	47.9	12.5	6.3	18.8
	8	69	100	49.3	44.8	4.5	1.5	6
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	72	100	50	28.8	10.6	10.6	21.2
	8	30	100	57.1	28.6	14.3	0	14.3
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	50	100	47.9	31.3	16.7	4.2	20.8
	8	36	100	73.5	17.6	5.9	2.9	8.8
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	72	100	51.5	34.8	10.6	3	13.6
	8	28	100	20	64	12	4	16
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	50	100	58.3	31.3	10.4	0	10.4
	8	33	100	36.4	54.5	9.1	0	9.1

Abbreviations for Missing Data

N/A—Not Applicable

N/AV—Not Available

N/C—Not Collected

N/R—Not Reported

I/S—Insufficient Sample